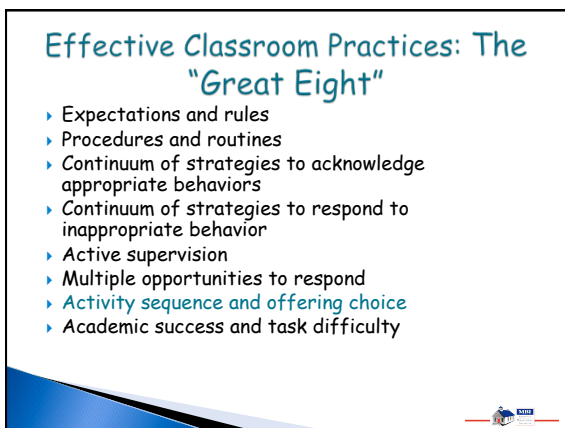


**Effective Classroom Practice
Activity Sequence & Offering
Choice**

Session 4: Classroom MBI
Team Training
Presented by the MBI Consultants

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TECHNICAL ASSISTANCE
FOR SCHOOLS AND COMMUNITIES



**Effective Classroom Practices: The
"Great Eight"**

- ▶ Expectations and rules
- ▶ Procedures and routines
- ▶ Continuum of strategies to acknowledge appropriate behaviors
- ▶ Continuum of strategies to respond to inappropriate behavior
- ▶ Active supervision
- ▶ Multiple opportunities to respond
- ▶ Activity sequence and offering choice
- ▶ Academic success and task difficulty

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Activity Sequence

» Task Interspersal
Behavioral Momentum

What is Activity Sequencing?

- Thinking about and altering the manner in which instructional tasks, activities or requests are ordered in such a way that promotes learning and encourages appropriate behavior.

(Kern & Clemens, 2007)



Why Consider Activity Sequence?

- Increases task performance
- Decreases disruptive behavior
- Improves student perception of and preference for assignments they consider difficult



(Kern & Clemens, 2007)



Why Consider Activity Sequence?

- For some students presenting difficult tasks back-to-back often sets the occasion for frustration, failure and problem behavior. Varying the sequence of tasks may not be necessary for average students, **but can be very important for students who are at-risk for learning or behavior concerns.**

(Darch & Kame'enui, 2004)



Strategies for Effective Activity Sequencing

Intermingle easy/brief problems among longer or more difficult tasks (*task interspersal*)



(Kern & Clemens, 2007)



Research for Activity Sequencing Task Interspersal

Interspersing difficult tasks with easier problems

- ▶ Cates and Skinner (2000) examined *assignment perception* among remedial math students in grades 9-12.
- ▶ Students *perceived* the interspersed assignments as
 - taking less time to complete,
 - being less difficult, and
 - requiring less effort.



Strategies for Effective Activity Sequencing



- Deliver 3 to 4 simple requests prior to a difficult assignment (*behavioral momentum*)

(Kern & Clemens, 2007)



Research for Activity Sequencing Behavioral Momentum

Deliver simple requests before a more difficult task...

- ▶ Improved behavior among 2nd graders during transition times when teacher *provided a series of simple requests prior to the transition directions* (Ardoin, Martens & Wolfe, 1999).
- ▶ Increased writing performance among 10-11 year olds when teacher asked them to write 3 simple words each time they stopped writing (Lee & Laspe, 2003).



Activity Sequencing Examples

- ▶ With a partner read two student examples (*Use Activity Sequencing Examples Handout*)
- ▶ Next, identify the activity sequencing strategy used in each example...
 - task interspersal or
 - behavioral momentum



HDI: Activity Sequencing Examples



Using Sequence in Your Classroom

List several of the activities students complete in your classroom...

Identify ways you could use sequencing in each activity...

- Intermingle easy/brief problems among more difficult tasks
- Provide simple requests prior to more difficult tasks

1.
2.
3.
4.



HDI: Using Sequence in Your Classroom




Offering Choice

» Type, Order, Materials,
Whom, Place and Time

Why Provide Choice?

"Providing opportunities for students to make choices has been demonstrated to be an effective intervention in preventing problem behavior and increasing engagement"



(Kern and Clemens, 2007, p. 70)

Why Provide Choice?

- Feasible and easy intervention to implement
- Effective for students in general or special education
- Does not require significant modification to existing instruction

(Kern and State, 2009)

Why Provide Choice?

- ▶ Teach students to become self-determined individuals
- ▶ Enables them to better control their environment
- ▶ Can lead to more predictable student-teacher interactions
- ▶ Allows opportunity for more frequent positive attention and feedback from teachers
- ▶ May foster improvements in student-teacher relationships

(Jolivet, Wehby, Canale & Massey, 2001; Kern and State, 2009, p. 10)
(Kern and State, 2009, p. 3)



Strategies for Offering Choice

Examples of class-wide choice:

- ▶ Type of task or activity
- ▶ Order or sequence of tasks
- ▶ Kinds of *materials* that will be used
- ▶ *Whom* to work with
- ▶ *Place* to work
- ▶ Choice of how to use *time*



Offering Choice Example

- ▶ With a partner read the example.
(Use *Offering Choice Example Handout*)
- ▶ Next, identify the types of choices offered to students in the example.
- ▶ Be prepared to share your answers with the large group.



H03: Offering Choice Example



Steps for Using Choice in the Classroom

- 1) Create a menu of choices you would be willing to provide to students.
- 2) Look through your choice menu before planning each lesson.
- 3) Decide what types of choice are appropriate for the lesson and where they fit best in the lesson.
- 4) Provide choices as planned while teaching the lesson.
- 5) Solicit student feedback and input.



(Kern and State, 2009, p. 5)



Create a Menu of Choice Options

Type of tasks:	
Order of tasks:	
Kinds of materials:	
Whom to work with:	
Place to work:	
Choice of how to use time:	



HQ4: A Menu of Choice Options



What Options Did You Think Of...?

Type of tasks:	
Order of tasks:	
Kinds of materials:	
Whom to work with:	
Place to work:	
Choice of how to use time:	



Offering Choice



Remember . . .

- ▶ **Every lesson does not have to include all of the choices on your list**, but if each lesson you teach provides at least one opportunity for choice, students are likely to benefit.

Effective Classroom Practice

- ▶ *Activity Sequence*
 - task interspersal
 - behavioral momentum
- ▶ *Offering Choice*
 - type, order, materials
 - who, place and choice of time



Fact Sheet